



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE NATIONAL COMMITTEE ON MATHEMATICAL REQUIREMENTS

(Concluded from Page 245)

can act as a clearing house for ideas and projects and can be of assistance in co-ordinating possible divergent views entertained by different organizations.

6. To promote the formation of new organizations of teachers where such organizations are needed and do not exist at the present time. These organizations may be sectional, covering a considerable area, or they may consist merely of local clubs which can meet at frequent intervals for the discussion and study of the problems of the Committee. It is hoped that such clubs can be organized in all the larger cities where they do not already exist.

7. To establish contact directly with individual teachers. The Committee feels that this is necessary in addition to their work through organizations in order to induce such individuals to become active and in order to make the work through organizations effective. Plans for establishing this contact with individuals on a large scale are under consideration, possibly through the publication of a bulletin. These plans, however, are as yet in a tentative stage.

Organizations can be of assistance by sending to the Committee a statement of the name of the organization, its officers for the coming year, the time and place of its meetings and information regarding proposed programs. If any organization has within the last ten years issued any reports on topics connected with the work of the Committee, copies of such reports should, if available, be sent both to Mr. Young and Mr. Foberg. If this is impossible, a statement regarding the character and place of publication of any such reports would be welcome.

Individuals can be of assistance:

1. By keeping the Committee informed of matters of interest that come to their notice;
2. By suggesting ways in which the Committee can be helpful;
3. By sending to the Committee in duplicate reprints of any articles they publish on subjects connected with the Committee's work;
4. By furthering the work of the Committee among their colleagues, organizing discussions, etc.

It is not too much to say that the existence of this Committee with its present resources gives the teachers of mathematics, both individually and through their organizations a unique opportunity to do really constructive work of the highest importance in the direction of reform. They can surely be counted on to make the most of this opportunity.

SECOND-YEAR COURSE IN VOCATIONAL HOME ECONOMICS

Clothing—10 weeks—50 lessons—90 Minutes Daily

1. Making a child's wash dress from a worn larger garment. (10 to 12 lessons).
To review work of last spring, to develop skill, speed and accuracy.
2. Discussion of the winter wardrobe needed by a ninth grade school girl (1 lesson).
NOTE: Care should be exercised to keep within needs and means of majority of class.
3. Looking over last winter's wardrobe with reference to repair needed, renovation desired and additions probably necessary. (Home problem).
4. Mending, patching of winter wardrobe (including use of tailor's mending tissue), darning of stockings (on stockings, not samples). (2 lessons.)
5. Dry cleaning of dresses and gloves (out of doors). (1 lesson.)
6. Washing wool dress or sweater. Dyeing wool. (2 lessons.)
7. Covering and trimming a frame or making a hat. (6 lessons.)
8. Budgeting clothing allowance (with data of clothes on hand and probable needs; each girl should secure from parents a statement of the amount allowable for clothes for herself. She should budget this in class. Present to mother for criticism. (1 lesson.)
9. A trip to the local stores to look over stock in dresses, coats, shoes, hats, as a basis for intelligent buying. (1 lesson.)

NOTE: The girls should be encouraged to use the school machines when the sewing room is not in use (but when the teacher is present), to make the underwear and other clothes they need and which will not be made in class. Five minutes at the beginning of each lesson should be allowed for questions on the particular problems of the girls. This work is to count on their skill, speed and accuracy record.

10. Cutting by pattern, fitting and sewing a simple woolen dress—a tailored middie suggested. (20 lessons.)
11. Packing away summer wardrobes.
Budgeting the clothing allowance of the entire family, working on the basis of the girls' wardrobe budget. (2 lessons.)

Foods and Cookery—8 weeks—40 lessons—90 minutes daily

(Text—Greer, Part II as basis)

1. Food needs of individual girl.
2. Food needs of individuals in family.
3. Means of supplying these needs (partly review).
4. Planning grouping the day's ration into meals.
5. Preparation of meals planned. (Stress this.)
(Under this may be introduced the preparation of any new dishes desired, or a review of those requiring skill in manipulation.)
6. Preparation and packing of the lunch carried by father and children.

Child Feeding and Child Care—2 wks.—10 les.—90 min. daily

1. Feeding the infant—natural and artificial.
Modification of milk.

2. Feeding during transition from liquid to solid food.
Preparation of meals for children from 1 to 3 years.
3. Feeding in early childhood—pre-school age 4 to 6 years.
4. Clothing for baby.
5. Bathing the baby (real baby if possible).
6. Daily schedule.
7. Formation of habits.

Home Nursing—3 weeks—15 lessons—90 min. daily

1. Selection and care of sick room.
2. Characteristics of a good home nurse.
3. Making and care of bed containing patient.
4. Sterilization and antiseptics.
5. Feeding the sick.
Liquid diet—preparation and serving (1 lesson).
Semi-solid diet—preparation and serving (1 lesson).
Convalescent diet—preparation and serving (2 lessons).
Special feeding problems (4 lessons).
In constipation.
In digestive disturbances.
In tuberculosis.
In underweight.
In overweight.

Home Management—6 weeks—30 lessons—90 min. daily

1. Planning equipment and arrangement of kitchen.
Labor saving devices:
Fireless cooker; roller table; motor churn, washing machine and pump; bread mixer; vacuum cleaner; sewing machine, etc.
2. Daily schedule.
Care of bed rooms; ventilating.
Care of bath room; plumbing.
Care of living rooms; heating and lighting.
3. Weekly schedule.
Washing, ironing, mending, baking, churning, cleaning.
4. Seasonal schedule.
House cleaning.
Storage of clothes.
Canning.
Storage of food.
Shopping.
5. Budgeting.
Analysis of community—cost of housing, of feeding, of clothing, of operation of house; opportunities for higher life; average incomes.
Relation of members of family to one another and to the community—wise use of leisure.

Cooking for Special Functions During the Year—10 lessons—90 minutes daily

Canning and Preserving and Final Cleaning—1 week—5 lessons—90 minutes daily

[The foregoing course in Second-Year Home Economics was prepared by Miss Edna F. Coith, State Supervisor of Home Economics under the North Carolina State Board for Vocational Education. It is intended not only for those high schools that offer vocational courses under the Smith-Hughes act but for all others offering this subject and wishing to organize their work on a standard basis. Any teacher of home economics whether teaching in a school receiving Federal funds or not having any questions to ask about this course or about any phase of home economics teaching, should communicate directly with Miss Coith whose address is West Raleigh.—N. W. W.]

THE TEACHERS' HOME AT BILTMORE

AS one travels from school to school, one finds that probably the one subject of conversation which is surely discussed whenever a group of teachers congregate informally, is the matter of living conditions for the teachers. Occasionally, all are jubilant over the comfortable home or homes in which they are placed; but alas, much more often there is such discomfort, such crowded conditions exist, and such poor food is served that the unhappy teachers can hardly barely exist, let alone collect their forces for constructive work.

Speaking of living conditions reminds me of the Teachers' Home at Biltmore. The Biltmore school is situated on the outskirts of the village. Immediately to the side of the school is a gray frame house with a large piazza on two of its sides. This house belongs to the district and is called "The Teachers' Home." From its spacious porch one overlooks picturesque wooded valleys and there on three sides rise the peaceful mountains, so restful in their grandeur.

Within the house is a living room furnished simply, though containing a piano to make it "homey." There is also a dining room, a kitchen, and the remainder of the house is bed rooms. The house is furnished by the school committee and is occupied by ten teachers.

These teachers group themselves into twos, who act as housekeepers for one month. The housekeepers plan the meals, do the buying, clean the living room and the piazza. A cook is hired who carries out directions for the meals and who keeps the dining room and kitchen in order. All clean their own bedrooms. At the end of the month, expenses are divided among the ten, the committee charging nothing for the rent of the furnished house. If meals have been simple, there is no complaint, because thereby a few extra dollars go into one's own pocket. If more elaborate dishes are served, all have enjoyed them.

The teachers are a contented, interested group at Biltmore. Perhaps they had been selected because they were agreeable, not simply intellectual. At any rate, judging from a personal visit, the Biltmore Teachers' Home is a success.—EDNA F. COITH.

Are you a member of the N. E. A.? Why not?

The JOURNAL has many good things to offer its readers in 1920. It will carry articles from some of America's leading writers on secondary education.